**K-5 ELA Lesson Plan DAY 4**

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| **Teacher: Cannon** | | **Grade: 3** | | | **Date(s)**: 4-6 |
| **Unit Title:**  Prove IT! | | | **Corresponding Unit Task: 1- Text Evidence Organization** | | |
| **Essential Question(s):**   * How do text features help a reader learn more about a topic? * How do readers use textual evidence to help answer questions? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   |  |  | | --- | --- | | **Teacher** | **Student** | | **Markers**  **Chart paper**  [..\Desktop\African American Newsmakers Passage.pdf](file:///C:\Users\cannon\Desktop\African%20American%20Newsmakers%20Passage.pdf) | [Typesofsentences.docx](file:///C:\Users\cannon\Documents\Typesofsentences.docx)  [..\Desktop\A Rally Against Poverty Passage.pdf](file:///C:\Users\cannon\Desktop\A%20Rally%20Against%20Poverty%20Passage.pdf)  flipbooks | | | | | **Textual evidence, claim, facts,**  **Text Features, bold print, footnote, illustration, caption, italics, sub-headings** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   Guided Practice  X Independent | **Reading**  **Standards:**  **RI.3.1**. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **RI.3.5**. - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **RI.3.7**. - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).    **I Can Statement(s):**   * I can read the text fluently. * I can locate information using text features.   **Instructional Plan:**   * TW remind students of how they collected textual evidence to support a character trait from fictional text. Explain that they will be doing the same thing but instead of working with fictional text, they will be working with informational text. Discuss the difference. * Show the students the *African American Newsmakers* passage from readworks.org.  [..\Desktop\African American Newsmakers Passage.pdf](file:///C:\Users\cannon\Desktop\African%20American%20Newsmakers%20Passage.pdf) * In table groups, the children should discuss how this passage was different from what we have been reading in previous days. * Have students discuss what they found as a whole class. Create an anchor chart naming text features. This chart will be added to as you read more informational text with different text features. Make sure to include examples of the cited text features. For today, we will add illustration, caption, italics, bold print, sub-headings). TW discuss the author’s purpose for each and how they help the reader to better understand the material. * example of anchor chart- [textfeatures](file:///C:\Documents%20and%20Settings\580-student\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\Pictures\textfeatures.jpg)   Stations:   * TW model how to work in reading stations. TW review the norms of working in groups. * SW break into collaborative groups based on teacher discretion. * TW model how to look through magazines and newspaper articles to find the text features recorded on the anchor chart. SW find examples of that text feature and then glue them in their own book. * Example of text feature- <http://www.scholastic.com/teachers/top_teaching/2011/03/my-march-top-ten-list-nonfiction-reading-resources> * At the end of station time, groups will meet with another group and share what they found. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards:**  **L.3.1**. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.3.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **I Can Statement(s):**   * I can tell the difference between different types of sentences. * I can write a variety of sentences.   **Instructional Plan:**   * TW review what a sentence needs using the powerpoint’s first 2 slides- <http://www.myenglishlessons.net/powerpoints/sentences.pdf> * Discuss how there are many different types of sentences. * On the elmo, show the students the sheet. For example: “Matthew Hector is a responsible citizen.” Explain that a declarative sentence tells something. It ends with a period. Write out those characteristics in the column under declarative. Students will use their student copy of the table to create a declarative with their partner. Let them know that part of the sheet is done for them but they will not put anything under scavenger hunt yet. \* I would cover upthe columns you are not working with in order to make it easier for the students to read. [Typesofsentences.docx](file:///C:\Documents%20and%20Settings\580-student\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\F0CJ3266\Typesofsentences.docx) * Next, complete the previous step with the rest of the different types of sentences. While using the powerpoint (Stop after slide 8), record the traits of the sentences as a group. Model how to come up with your own sentence and then the students will do their own sentences (independently or with a partner). * Students should put sheet in their writing folder to refer to later. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.3.4**. - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  **L.3.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.  **I Can Statement(s):**  I can use my strategies to find the meaning of unknown words.  **Instructional Plan:**   * Share with students that good readers sometimes need help when they come across words that they do not know. * Put the selection on the elmo of what the children will work with the next day in reading. [..\Desktop\A Rally Against Poverty Passage.pdf](file:///C:\Documents%20and%20Settings\580-student\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\Desktop\A%20Rally%20Against%20Poverty%20Passage.pdf) * Read over the first paragraph and think aloud that the word “rally” was confusing. Tell the students that the author helped the reader by using 2 ways; the footnote (this should be review from the reading lesson on text features ) and using ,or. Show the students how the footnote shows the meaning of the word. Highlight the ,or part of the sentence. Show students that after ,or the word usually followed by the meaning. * Example of anchor chart…. [Vocabulary Strategies.docx](file:///C:\Documents%20and%20Settings\580-student\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\F0CJ3266\Vocabulary%20Strategies.docx) * Record “footnote and ,or” on the anchor chart labeled “Vocabulary Strategies” * Students may look in their AR books to see if they can find examples of footnotes/ ,or. Share with whole class. | | | | |
| **Gradual Release of Responsibility:**  xModeled  x Shared   * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **I Can Statement(s):**  **Instructional Plan:**   * Pick one expectation from speaking and listening chart that was previously created and practice during turn and talk time in reading. | | | | |
| **Closing/Summarizing Strategy** | Have them practice with the sentence starter: “The character trait that best describes me is…because….” | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students may journal write to the topic- What character in the story has traits most like you? Which evidence from the story shows that? | | Students will work with stale text.  For reading station- students can work with partner to complete their flip book.  FOR HI CHILDREN- They will have the text interpreted (during MW) before TDR. | | | Provide sentence starters. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Teacher Observations, Group work, participation in class discussion, flip book | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

**ELA Lesson Plan 5**

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| **Teacher: Cannon** | | **Grade: 3** | | | **Date(s)**: 1 day |
| **Unit Title:**  Prove IT! | | | **Corresponding Unit Task: 1- Text Evidence Organization** | | |
| * **Essential Question(s):** * How do text features help a reader learn more about a topic? * How do readers use textual evidence to help answer questions? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   |  |  | | --- | --- | | **Teacher** | **Student** | | **Markers**  **Chart paper**  [..\Desktop\African American Newsmakers Passage.pdf](file:///C:\Users\cannon\Desktop\African%20American%20Newsmakers%20Passage.pdf) | **Highlighter**  [..\Desktop\A Rally Against Poverty Passage.pdf](file:///C:\Users\cannon\Desktop\A%20Rally%20Against%20Poverty%20Passage.pdf) | | | | | **Textual evidence, claim, facts,** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Reading**  **Standards: RI.3.1, ,RI.3.2, RI.3.5, RI.3.7, RI.3.10,**  **I Can Statement(s):**   * I can read the text fluently. * I can use examples from the text to make a claim. * I can explain my answers by referring to the text for support.   **Instructional Plan:**   * Review the text feature chart and discuss how the text features help the reader to gather more information about a topic. * TW share with the students that she/he is making a claim that “Citizens can be help make positive changes in their community.” Explain that we will read the article as a class and I will show how to find relevant information to support the claim. * TW model how to fluently read the informational article while stopping after each paragraph to discuss the important information to highlight. TW think aloud how they determined what was important. * After reading the selection, the SW break into collaborative groups to practice reading informational text and highlighting important information from the passage below. [..\Desktop\A Rally Against Poverty Passage.pdf](file:///C:\Documents%20and%20Settings\580-student\Local%20Settings\Temporary%20Internet%20Files\Content.IE5\Desktop\A%20Rally%20Against%20Poverty%20Passage.pdf)   + SKIP DOWN TO SPEAKING AND LISTENING BEFORE BREAKING INTO GROUPS * SW will work collaboratively to support the teacher given claim… “Responsible citizens make a positive change in the world.” * Groups can share one piece of evidence they found. * Students will get a selection on their level relating to energy or water conservation. They will highlight the information that supports their claim. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards: L.3.1, L.3.2**  **I Can Statement(s):**   * I can tell the difference between different types of sentences. * I can write a variety of sentences.   **Instructional Plan:**   * Have students pull out their sheet. Play “I am thinking of a sentence…” to review. For example, “I am thinking of a sentence that ends with a question mark.” The students will guess what type of sentence you are describing. * Inform the students they will go on a scavenger hunt for sentences. If they have library books, have them put the books on their desk. If not, put a stack of books at each table. Model how to search through books to find different types of sentences. (You might want to use the informational article from reading). Show how to read one sentence…explain that it doesn’t have to be in order. They can open to any page and read a sentence. After reading the sentence, think aloud about what type of sentence you just read. Use the created sheet from the previous day as a reference. Once I have decided that type of sentence it is, put a tally mark in the highlighted box on that sheet. * Have the students practice with one sentence. They should explain to their partner why they chose to place the tally mark where they did. If your students struggle, you might want to keep them with partners. If not, students can work independently. * Let them know that you will put the timer on for 5 minutes. They are going to see how many sentences they can tally in that time. Once time is up, discuss what type of sentence they found the most of. What was the easiest to spot? (interrogative and exclamatory because of the punctuation marks) | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Word Study**  **Standards:**  **L.3.4**. - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  **L.3.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.  **I Can Statement(s):**  I can use my strategies to find the meaning of unknown words.  **Instructional Plan:**   * Review the 2 strategies on the anchor chart from the previous day. * Explain that those are not the only ways to help you understand the meaning of unknown words. * Read over the selection again and think aloud about how you don’t know WHO Nelson Mandela is. Explain that if you read a long a little further then you can figure it out. Model how to do that. On the chart, add “read a little further.” * Explain that good readers also need to use context clues to find the meaning of the unknown words. Think aloud with the word “*urge*” in the 2nd paragraph. After talking about it, add “use context clues” to the chart. * Model how “thinking of other words that seem similar” to help. Use the word *launch* in the second paragraph as an example. “This word reminds me of when I hear about a rocket launching. I know that a rocket launches at the beginning of its journey….then if he launched a campaign, he must have started or began a campaign.” Add that strategy to the chart. * The last strategy we will talk about is what to do when none of the earlier strategies work. Model with the word “*campaign*” from the 2nd paragraph. Let them know that sometimes we don’t know a word and we need to ask for help. Add that strategy to the chart. Later, you might want to add “use the dictionary” when you have time to teach how to use the dictionary. * TW play music and when the music stops they will find a partner and stand back to back with them. They will have to turn and face their partner and give one of the strategies we talked about during the vocabulary lesson. * Repeat 3 more times. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice  X Independent | **Speaking & Listening**  **Standards:**  **SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **I Can Statement(s):**  I can work respectfully and stay on task when working with others.  **Instructional Plan:**   * Remind students of the expectations of working with a group. * Have students give examples of things you can say if you disagree with someone. * Students will break into groups and practice their communication skills while highlighting the important information. Do a fishbowl around a group that is doing a great job.   Example of anchor chart- [..\Pictures\grouptalk.jpg](C:\\Documents and Settings\\580-student\\Local Settings\\Temporary Internet Files\\Content.IE5\\Pictures\\grouptalk.jpg) | | | | |
| **Closing/Summarizing Strategy** | Do a fishbowl around a group that is doing a great job. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **During Word Study- students can use post it notes to mark in their AR books where they located found the meaning of unknown words. They can write on the post it note what strategy they used and if time allows, share with the class.** | | Students will work with stale text.  Writing- students will refer to the chart previously made throughout the whole lesson. | | | Use sentence starters. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Teacher Observations, Group work, participation in class discussion, text with highlighted evidence | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

**K-5 ELA Lesson Plan DAY 6**

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| --- | --- | --- | --- | --- | --- |
| **6Teacher: Cannon** | | **Grade: 3** | | | **Date(s)**: (2-3 days) |
| **Unit Title:**  Prove IT! | | | **Corresponding Unit Task: 1- Text Evidence Organization** | | |
| * **Essential Question(s):** * How do text features help a reader learn more about a topic? * How do readers use textual evidence to help answer questions? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   |  |  | | --- | --- | | **Teacher** | **Student** | | **Markers**  **Chart paper** | **Highlighter**  Passages on water and energy conservation | | | | | **Textual evidence, claim, facts,** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice  X Independent | **Reading**  **Standards: RI.3.1, ,RI.3.2, RI.3.5, RI.3.7, RI.3.10,**  **I Can Statement(s):**   * I can read the text fluently. * I can locate information using text features. (1) * I can use examples from the text to make a claim. * I can explain my answers by referring to the text for support.   **Instructional Plan:**   * TW review previous day and remind students how they found the important information. * TW explicitly model how to take the highlight information and put in on the graphic organizer. * SKIP DOWN TO SPEAKING AND LISTENING * SW break back into their collaborative groups and they will practice putting information on their graphic organizer. * Next, students will share with the whole class what information they found from the text to support their claim. * Independently- Using the information they highlighted from the previous day on energy/water conservation, they will transfer it to the graphic organizer. The TW will work with struggling students in a small group to help them . | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards: L.3.1, L.3.2**  **I Can Statement(s):**   * I can tell the difference between different types of sentences. * I can write a variety of sentences.   **Instructional Plan:**   * Have students pull out their sheet from the day before as a resource. Now that they know the different types of sentences, discuss why the author would include a variety of sentences. * Explain that the sw help you write about why it is important to be a responsible citizen. Produce the writing through shared writing on chart paper. Remember to include a variety of sentences. * Closure- turn and talk about why punctuation is so important when writing different sentences. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice  X Independent | **Word Study**  **Standards:**  **L.3.4**. - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  **L.3.4a** - Use sentence-level context as a clue to the meaning of a word or phrase.  **I Can Statement(s):**  I can use my strategies to find the meaning of unknown words.  **Instructional Plan:**   * Review the chart made from the past few days. * Give the students a reading selection on water or energy conservation. Choose a word from the selection and have the students with a partner discuss which strategy would best be used for that word. * Remind the students that as they are researching for their claim they might come across unknown words and the chart will be posted as a reminder to help them. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice  X Independent | **Speaking & Listening**  **Standards:**  **SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **I Can Statement(s):**  I can work respectfully and stay on task when working with others.  **Instructional Plan:**   * Remind students of the expectations of group work and what they can say if they disagree. * Students will work in groups to complete the graphic organizer. | | | | |
| **Closing/Summarizing Strategy** | Students will share with the class one piece of textual information from their graphic organizer. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students can add more claims to their graphic organizer. | | Students will find a small number of claims. | | | Use sentence starters. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Teacher Observations, Group work, participation in class discussion, graphic organizer | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*